

***Missouri  
Annual Blind/Visually Impaired Literacy Study  
December 2006***

Missouri Department of Elementary and Secondary Education  
Division of Special Education

# *Missouri Annual Blind/Visually Impaired Literacy Study*

December 2006

## TABLE OF CONTENTS

PURPOSE.....	1
BACKGROUND .....	1
DATA ELEMENTS .....	1
Data Element 1: The methodology of the study.....	1
Data Element 2: The percentage of eligible students in the study who read Braille, print, or large print. ....	3
Data Element 3: The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130. ....	4
Data Element 4: The number of students currently reading Braille, large print, and standard print. ....	5
Data Element 5: The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services. ....	6
Data Element 6: The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.....	6
Data Element 7: The number of eligible students who use a slate and stylus and/or other devices in writing Braille. ....	7
Data Element 8: The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility. ....	8
Data Element 9: The graduation rate of eligible students compared to those students who are not disabled.....	10
Data Element 10: The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.....	11
Data Element 11: The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP. ....	11
Data Element 12: The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation. ....	12
MISSOURI ASSESSMENT PROGRAM (MAP) – PERFORMANCE RESULTS.....	13
APPENDICES .....	17
APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition.....	17
APPENDIX B - Federal Quota Registration .....	18
APPENDIX C - MO-DESE Special Education Placement and Dropout Categories.....	21

## **PURPOSE**

The Missouri Department of Elementary and Secondary Education (DESE) Division of Special Education (DSE), per Missouri Revised Statute 162.1136, conducts an annual study of the educational status of eligible blind/visually impaired students and reports the findings to the Missouri Legislature on December 1<sup>st</sup> each year. Copies of previous studies may be obtained at <http://www.dese.mo.gov/divspeced/Blind/blindlitreports.html>.

## **BACKGROUND**

The information contained in this report pertains to the literacy of eligible blind students. An “eligible student” is statutorily defined as “any blind or visually impaired child, including any student who has a visual acuity of 20/200 or less in the better eye with conventional correction, or has a limited field of vision such that the widest diameter of the visual field subtends an angular distance not greater than twenty degrees (Section 162.1130 RSMo), and who is eligible for special education services for the visually impaired as defined in the Department of Elementary and Secondary Education State Plan (Section 162.1136 RSMo).” For the purposes of this report, “eligible student” is any student meeting the eligibility requirements for visual impairment/blindness in the Missouri State Plan for Special Education - Part B which includes the category of students previously reported as “partially sighted” (see Appendix A for DESE/DSE eligibility definition of visually impairment/blindness).

## **DATA ELEMENTS**

### **Data Element 1:** The methodology of the study

Data provided in this study were collected from three sources – American Printing House, Inc. (APH) which collects data for the *Federal Quota Registration*, Missouri Department of Elementary and Secondary Education (DESE) which collects data on all students including students with disabilities and Missouri Department of Social Services Rehabilitation Services for the Blind (RSB) which provides a variety of services to Missourians with visual impairments.

#### **American Printing House (APH):**

Data collected from APH for the *Federal Quota Registration* include students who are eligible to receive materials provided by the Federal Act to Promote the Education of the Blind (e.g. Braille, large print, audio). To be eligible for the Federal Quota Registration, students must meet the definition of blindness, i.e. "central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist."

Data utilized from APH includes counts of students enrolled in any formally organized public, private, or non-profit educational program of less than college level by grade placement, i.e. preschool and school age categories, and by primary reading medium. The Federal Quota Registration preschool categories include ages 0 to preK5, and the school age categories include grades K-12, academic nongraded, vocational, and other registrants enrolled and having an Individualized Education Program (IEP) (see Appendix B-Federal Quota Registration for descriptions). Further descriptive information beyond the scope of this report may be found at <http://www.aph.org/fedquotpgm/instr2006.html>.

## Missouri Department of Elementary and Secondary Education (DESE)

Data were utilized from the *Core Data Collection System*, DESE's web-based data collection system which is used to collect a variety of federal and state required educational information. The Core Data Collection System includes data concerning students' ages 3-21 with disabilities including students meeting the eligibility requirements for Visually Impaired/Blindness, i.e. "an impairment in vision that, even with correction, adversely affects a child's educational performance." This definition includes both partial sight (visual acuity of 20/70 to 20/200 in the better eye with best correction by glasses) and blindness (visual acuity of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20 degrees or less). These data include counts of students by age and by school district (for further descriptive information, see <http://www.dese.mo.gov/divimprove/coredata/CDcollect.html>). Note that many children ages 3 to PreK5 are reported as Young Child with a Developmental Delay (YCDD) regardless of disability type, and therefore would not be included in these counts.

It should also be noted that prior to December 1, 2003, data were collected separately for partially sighted and blind students. Thereafter data are collected as a single disability category, i.e. visual impairment/blindness, a combination of partially sighted and blind students.

Other required data were collected by the Division of Special Education via survey for school years 2001-2002 through 2005-2006. The Blind Literacy Survey collects information annually in January concerning the literacy level of students recorded by APH on the *Federal Quota Registration*. This survey yields counts of blind students (ages 3 through 21) who:

- receive and no longer receive Braille reading and writing instruction
- use a slate, stylus or other writing device
- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind

In 2005-2006, a total of 354 public schools and other agencies returned a survey.

## Missouri Department of Social Services Rehabilitation Services for the Blind (RSB):

The Missouri Department of Social Services Rehabilitation Services for the Blind provided data regarding the counts of blind/visually impaired students who:

- received transition planning services from Rehabilitation Services for the Blind
- were referred to Rehabilitation Services for the Blind through a school district

For further information, see <http://www.dss.mo.gov/fsd/rsb/> and <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

## Calculations:

The eligibility definition for the Federal Quota Registration contains similar language as the Missouri statutory definition (162.1130 RSMo) and the Missouri State Plan for Special Education (see Appendix A and Appendix B). However, reporting requirements for APH and DESE Core Data vary thus yielding different counts. The primary variances are as follows:

- APH Federal Quota Registration counts are collected annually on the first Monday in January on the basis of blindness alone or with other disabilities with no primary disability designated.
- DESE Core Data counts are collected annually on December 1 on the basis of visual impairment which includes partial sight as well as blindness as the primary disability. Therefore, the Core Data visual impairment/blindness category includes students who would not be counted on the APH Federal Quota Registration, i.e. partially sighted, but on the other hand would not include some students reported on APH because the primary disability designated is not partially sighted or blindness, including early childhood special education (ECSE) students in the Young Child with a Developmental Delay category used by many school districts for all ECSE children.

In order to ensure validity given these variances, data from APH and DESE Core Data are not combined for calculation or for comparative analysis, and data sources are notated on all tables and charts.

**Data Element 2:** The percentage of eligible students in the study who read Braille, print, or large print.

<b>Blind/Visually Impaired Students</b> <b>Percentage by Primary Reading Medium</b> <b>School Age (5K to 21)</b>										
Primary Reading Media	School Year									
	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%
Braille Readers	106	15.2%	103	15.3%	101	14.6%	101	14.7%	112	14.7%
Visual Readers	238	34.2%	235	35.0%	238	34.3%	233	34.0%	247	32.5%
Auditory Readers	34	4.9%	29	4.3%	35	5.0%	33	4.8%	49	6.4%
Prereaders	55	7.9%	72	10.7%	65	9.4%	73	10.7%	54	7.1%
Nonreaders	263	37.8%	233	34.7%	255	36.7%	245	35.8%	299	39.3%
Total School Age	696	100.0%	672	100.0%	694	100.0%	685	100.0%	761	100.0%

**Data Source:** Data as of 10/23/2006 from APH Services, Inc. for Federal Quota Registration. Percentage of Readers = (Number in Primary Reading Media/Number of Eligible Students) x 100.

#### Primary Reading Media Definitions (APH):

- **Braille Readers** - Students primarily using Braille in their studies.
- **Visual Readers** - Students primarily using print in their studies.
- **Auditory Readers** - Students primarily using a reader or auditory materials in their studies.
- **Prereaders** - Students working on or toward a readiness level; older students with reading potential.
- **Nonreaders** - Nonreading students; students who show no reading potential; students who do not fall into any of the above categories.

Note: The data collected for Visual Readers does not report separate categories for students primarily using standard versus large print.

#### **Findings:**

The percentage of Braille Readers has remained consistent over the past five school years (2001-2002 to 2005-2006). In 2005-2006, the percentage of Visual readers decreased and the percentage of Auditory Readers and Non-Readers increased from previous years. The data collected currently does not distinguish the use of technologies such as computers and other devices which could account for changes in primary reading mediums used by eligible students.

**Data Element 3:** The number of students who have a visual impairment sufficient to meet the definition of "eligible student" as defined in RsMo section 162.1130.

Note: Data reporting requirements differ between APH and DESE Core Data. See "Calculations" on page 2 for further information.  
Local public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

DESE Core Data															
Number of Blind/Visually Impaired Students															
	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006		
	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School	Local Public School Districts	MSB	Total Public School
Ages 3 to PreK5	26	NA	26	13	NA	13	17	NA	17	21	NA	21	30	NA	30
Ages 5K to 21	345	125	470	377	115	492	391	105	496	367	92	459	371	81	452
TOTAL	371	125	496	390	115	505	408	105	513	388	92	480	401	81	482
Annual Percent Increase/Decrease	—	—	—	5.1%	-8.0%	1.8%	4.6%	-8.7%	1.6%	-4.9%	-12.4%	-6.4%	3.4%	-12.0%	0.4%

**Data Source:** Data as of 10/10/06 from Screen 11 of Core Data of DESE Core Data Collection System. Totals for Ages 3 to PreK 5 are not applicable to MSB which serves students ages 5K and older. Counts include parentally placed private school children receiving services from the public school.

APH Federal Quota Registration															
Number of Blind/Visually Impaired Students															
	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006		
	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total	Other Public & Private Schools	MSB	Total
Ages 3-PreK5	121	NA	121	128	NA	128	132	NA	132	132	NA	132	125	NA	125
Ages 5K to 21	581	115	696	566	106	672	598	96	694	603	82	685	680	81	761
TOTAL	702	115	817	694	106	800	730	96	826	735	82	817	805	81	886
Annual Percent Increase/Decrease	—	—	—	-1.1%	-7.8%	-2.1%	5.2%	-9.4%	3.3%	0.7%	-14.6%	-1.1%	9.5%	-1.2%	8.4%

**Data Source:** Data as of 10/23/2006 from American Printing House Services, Inc. for Federal Quota Registration. Other Public & Private Schools include any formally organized public or private, nonprofit educational program of less than college level (see Appendix B for further information).

### Findings:

Based on DESE Core Data, the number of blind/visually impaired students educated in Missouri School for the Blind decreased over the five year period from 2001-2002 to 2005-2006; over this same five year period, the number blind/visually impaired students educated in other Missouri public schools increased from 2001-2002 to 2003-2004, decreased in 2004-2005 and then increased in 2005-2006 but is still down overall from 2002-2003 and 2003-2004.

**Data Element 4:** The number of students currently reading Braille, large print, and standard print.

Note: For definitions of academic nongraded, other registrants and vocational, see Appendix B.

Number of Braille and Visual Readers by Grade/Level															
Grade or Level	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006		
	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total	Braille Readers	Visual Readers	Total
Academic Nongraded	2	5	7	8	7	15	6	7	13	5	5	10	6	4	10
K	5	6	11	3	12	15	2	9	11	5	3	8	8	13	21
1	6	16	22	5	10	15	9	14	23	9	12	21	7	14	21
2	9	14	23	5	18	23	4	15	19	7	18	25	7	16	23
3	5	13	18	6	17	23	8	19	27	6	13	19	8	16	24
4	9	10	19	6	16	22	4	17	21	7	26	33	5	17	22
5	11	16	27	6	12	18	6	23	29	5	25	30	8	26	34
6	8	13	21	9	14	23	9	17	26	7	20	27	6	28	34
7	5	18	23	6	13	19	8	15	23	8	16	24	8	20	28
8	9	22	31	7	20	27	7	17	24	8	13	21	7	19	26
9	8	19	27	11	23	34	6	16	22	8	16	24	10	11	21
10	14	19	33	9	17	26	11	21	32	4	13	17	8	14	22
11	7	25	32	10	18	28	8	22	30	11	22	33	5	16	21
12	4	25	29	6	24	30	10	15	25	7	24	31	15	25	40
Other Registrants	4	16	20	6	13	19	3	11	14	4	7	11	4	8	12
Vocational	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0
Total	106	238	344	103	235	338	101	238	339	101	233	334	112	247	359
Percent of Total	30.8%	69.2%	100.0%	30.5%	69.5%	100.0%	29.8%	70.2%	100.0%	30.2%	69.8%	100.0%	31.2%	68.8%	100.0%

**Data Source:** Data as of 10/24/2006 from APH Services, Inc. for Federal Quota Registration.

### Findings:

The number of Braille and visual readers increased in 2005-2006 from the previous years, but the percents of the total count of Braille and visual readers remained consistent over the past five school years (2001-2002 to 2005-2006).

**Data Element 5:** The number of Braille-reading students who no longer receive any instruction in Braille reading and writing but do receive materials in Braille and Braille-related services.

<b>Braille Readers Receiving Braille and Related Services and/or Materials But Not Receiving Braille Reading/Writing Instruction</b>					
School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Number of Non-Instructional Recipients	20	23	38	20	29
Total Braille Readers (instructional & non-instructional)	106	103	101	101	112
Percent of Total Braille Readers	18.9%	22.3%	37.6%	19.8%	25.9%

**Data Sources:** Number of non-instructional recipients (Braille readers not receiving Braille reading and writing instruction) from Blind Literacy Survey from DESE-DSE. Total Number of Braille Readers from APH Services, Inc. for Federal Quota Registration as of 10/23/06. Percentage of Total Braille Readers = (Number of Non-Instructional Recipients/Total Braille Readers) x 100.

#### **Findings:**

In general, the number and percent of Braille readers receiving Braille and related services materials but not receiving Braille reading or writing instruction has increased with the exception of 2004-2005.

**Data Element 6:** The number of certified vision teachers or teachers of the blind or visually impaired who are currently employed in the field in the State of Missouri.

Note: Local public school districts are all Missouri public schools except Missouri School for the Blind (MSB).

<b>Teachers Certified in Blind/Partially Sighted Employed in Missouri Public Schools</b>					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Local Public School Districts	76	77	76	81	85
MSB	17	17	15	17	20
Total Count	93	94	91	98	105

**Data Source:** Data as of 10/23/2006 from Core Data and Certification from DESE. Counts are of teachers certificated in Blind/Partially Sighted (K-12), employed in any Missouri public school and teaching any special education class.

#### **Findings:**

The number of certified vision teachers or teachers of the blind or visually impaired currently employed in the field in the State of Missouri by local Public school districts and MSB increased in 2005 and 2006.



**Data Element 7:** The number of eligible students who use a slate and stylus and/or other devices in writing Braille.

<b>Blind/Visually Impaired Students Number Using Slate/Stylus and/or Other Device in Writing Braille</b>					
School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Number Braille Writers	183	162	172	124	162
Total Braille and Visual Readers	344	338	339	334	359
Percent of Total Braille and Visual Readers	53.2%	47.9%	50.7%	37.1%	45.1%

**Data Sources:** Number of Braille Writers from Blind Literacy Survey from DESE-DSE. Percentage of Total Braille and Visual Readers = Number of Braille Writers/Total Number of Braille and Visual Readers. Number of Braille and Visual Readers from APH Services, Inc. for Federal Quota Registration as of 10/23/2006.

**Findings:**

In general, the number of eligible students who use a slate/stylus or other writing devices in writing Braille is consistent with the exception of 2004-2005.

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility.<sup>1</sup>

Note: Local public school districts are all Missouri public schools except Missouri School for the Blind (MSB).  
For definitions of placements, see Appendix C.

<b>Blind/Visually Impaired Students</b> <b>Number of School Age (5K-21+) Placements by Age</b> <b>2005-2006</b>											
Age	LOCAL PUBLIC SCHOOL DISTRICT PLACEMENTS									MSB	TOTALS
	Outside Regular Class <21%	Outside Regular Class 21% to 60%	Outside Regular Class >60%	Parentally Placed Private School	Private Separate Day Facility	Public Separate Day Facility	Homebound /Hospital	Private Residential Facility	Total Local Public Schools	Total MSB	
5K	9	3	2	1	1	1	0	0	18	1	37
6	6	4	1	0	1	0	0	0	12	2	26
7	21	14	3	1	0	0	0	0	40	0	80
8	16	6	4	0	0	0	0	0	26	2	54
9	22	6	2	1	0	0	0	0	32	5	69
10	20	8	1	1	2	0	0	0	33	7	73
11	22	7	2	0	0	0	0	0	31	6	68
12	16	6	0	0	1	0	0	0	23	4	50
13	21	5	2	0	0	0	0	0	28	5	61
14	17	5	2	0	0	0	0	0	24	7	55
15	26	10	4	0	0	0	0	0	40	5	85
16	19	3	4	0	0	0	0	0	26	9	61
17	12	5	0	0	0	0	0	0	17	3	37
18	11	5	2	0	0	0	0	0	18	17	53
19	1	1	0	4	0	0	0	0	10	5	25
20	0	1	0	0	0	0	0	0	1	3	5
21+	0	0	0	0	0	0	0	0	0	0	0
TOTAL SCHOOL AGE	239	89	29	8	5	1	0	0	371	81	452
Percent of Total	52.9%	19.7%	6.4%	1.8%	1.1%	0.2%	0.0%	0.0%	82.1%	17.9%	100.0%

**Data Source:** Data as of 10/23/2006 from Screen 11 of Core Data from DESE Core Data Collection System.

<sup>1</sup> Placement categories are designated as follows : General classroom = Outside Regular Class <21%  
Itinerant or Resource = Outside Regular Class 21% to 60%  
Self-Contained = Outside Regular Class >60%

(Continued on next page)

**Data Element 8:** The number of eligible students educated in the general classroom, in an itinerant or resource classroom, in a self-contained classroom, or in a separate educational facility (CONTINUED FROM PREVIOUS PAGE).

Blind/Visually Impaired Students Number of School Age (5K-21+) Placements by Age										
Placement	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%	#	%	#	%
Local Public School District Placements										
Outside Regular Class <21%	217	46.3%	246	50.2%	243	49.3%	238	52.1%	239	52.9%
Outside Regular Class 21% to 60%	89	19.0%	91	18.6%	91	18.5%	83	18.2%	89	19.7%
Outside Regular Class >60%	26	5.5%	28	5.7%	38	7.7%	34	7.4%	29	6.4%
Parentally Placed Private School	—	—	—	—	—	—	—	—	8	1.8%
Private Separate Day Facility	4	0.9%	4	0.8%	5	1.0%	4	0.9%	5	1.1%
Public Separate Day Facility	5	1.1%	2	0.4%	6	1.2%	5	1.1%	1	0.2%
Homebound/Hospital	2	0.4%	3	0.6%	3	0.6%	1	0.2%	0	0.0%
Private Residential Facility	1	0.2%	1	0.2%	2	0.4%	0	0.0%	0	0.0%
Total Local Public School District Placements	344	73.3%	375	76.5%	388	78.7%	365	79.9%	371	82.1%
Total MSB	125	26.7%	115	23.5%	105	21.3%	92	20.1%	81	17.9%
TOTAL	469	100.0%	490	100.0%	493	100.0%	457	100.0%	452	100.0%

**Data Source:** Data as of 10/23/2006 from Screen 11 of Core Data from DESE Core Data Collection System.

\*\*Prior to 2005-2006, counts of Parentally Placed Private School children were not collected as separate placement categories. Counts were included in the respective Outside Regular Class Categories.

### Findings:

Over the past five school years (2001-2002 to 2005-2006), the percentage of blind/visually impaired students educated in MSB has decreased while the percentage educated in the total local public school district placements has increased.

**Data Element 9:** The graduation rate of eligible students compared to those students who are not disabled.

Since the total sum of blind/visually impaired graduates and dropouts is typically less than 40 students statewide, graduation rates tend to vary significantly from year to year, i.e. the addition of one dropout can cause the graduation rate to drop significantly. Therefore, when comparing trends in blind/visually impaired graduation rates, this factor should be taken into consideration.

<b>Graduation Rates</b>					
<b>Blind/Visually Impaired Students and All Students</b>					
Year	Blind/Visually Impaired			All	
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate
2001-2002	43	46	93.5%	54,513	82.4%
2002-2003	32	44	72.7%	56,906	84.4%
2003-2004	30	36	83.3%	57,988	85.5%
2004-2005	37	40	92.5%	57,740	85.8%
2005-2006	34	37	91.9%	58,251	85.6%

**Data Source:** Data as of 10/23/06 from DESE Core Data Collection System.

Formulas:

- Students with Disabilities Graduation Rate:  $\text{Number of graduates} / (\text{number of graduates} + \text{number of dropouts}) \times 100$
- All Students Graduation Rate:  $(\text{Graduates} / (9\text{-}12 \text{ Cohort Dropouts} + \text{Graduates})) \times 100$
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Known to be Continuing and Dropped Out

<b>Blind/Visually Impaired Students</b>					
<b>Number of Dropouts</b>					
Exit Category	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Received Certificate	0	0	0	1	0
Reached Maximum Age	0	1	0	0	0
Moved, Not Known to be Continuing	0	7	2	0	3
Dropped Out	3	4	4	2	0
<b>TOTAL DROPOUTS</b>	<b>3</b>	<b>12</b>	<b>6</b>	<b>3</b>	<b>3</b>

**Data Source:** Data as of 10/23/06 from DESE Core Data Collection System.

### **Findings:**

In general, the graduation rate for blind/visually impaired students has been comparable or greater than the graduation rate for all students in Missouri public schools with the exception of the 2002-2003 school year.

**Data Element 10:** The number of eligible students who did not meet graduation requirements but were terminated from formal education having reached age twenty-one.

<b>Blind/Visually Impaired Students Number Who Reached Age 21 Without Attaining a High School Diploma</b>	
School Year	Number
2001-2002	0
2002-2003	1
2003-2004	0
2004-2005	1
2005-2006	0

**Data Source:** Data as 10/23/2006 from Screen 12 of Core Data from DESE Core Data Collection System. Number includes Reached Maximum Age and Received Certificate Exit Categories.

#### **Findings:**

The number of blind/visually impaired eligible students not meeting graduation requirements but terminated from formal education having reached age twenty-one includes only two students over the past five school years.

**Data Element 11:** The number of eligible students who received transition planning services with the cooperation of the Division of Vocational Rehabilitation or Rehabilitation Services for the Blind as part of their IEP.

Note - Vocational rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. RSB delivers vocational Rehabilitation services to eligible blind/visually impaired students ages 14 and over and to their families statewide (further information may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html> and <http://www.dss.mo.gov/fsd/rsb/>).

<b>Cooperative IEP Transition Planning Services from Rehabilitative Services for the Blind</b>		
	2004-2005	2005-2006
Number of Student Recipients	108	139
APH Federal Quota Registration Number of Students Age 14-21+	308	298

**Data Source:** Data from Rehabilitation Services for the Blind (RSB) as of 10/27/2006.

**Findings:**

A conservative number of blind/visually impaired students received transition planning services with the cooperation of RSB as part of their IEP for school years 2005-2006 as compared to the number of blind/visually impaired students age 14-21+ reported on the APH Federal Quota Registration.

**Data Element 12:** The number of eligible students referred to Rehabilitation Services for the Blind or Division of Vocational Rehabilitation.

Note - Rehabilitation services to the blind are provided by Rehabilitation Services for the Blind (RSB) rather than by the Division of Vocational Rehabilitation. All children ages 0 to 21+ identified as visually impaired upon parental consent or consent of the student (if the student is at least age eighteen) are to be referred from the local education agency to RSB. Additional information concerning the referral process may be found at <http://www.dese.mo.gov/divspeced/Blind/RSB.html>.

Referrals to Rehabilitative Services for the Blind		
Number of Students Ages 3-21	2004-2005	2005-2006
Referred	41	30

**Data Source:** Data from Rehabilitation Services for the Blind (RSB) as of 10/27/2006.

**Findings:**

Referral data from Rehabilitation Services for the Blind (RSB) suggest a limited number of blind/visually impaired students were referred to RSB for school year 2005-2006. Referral data from the Blind Literacy Survey 2006 differed; districts reported that a total of 232 eligible students' ages 3-21 were referred which may include any referral made during the 2005-2006 school year to RSB not just students referred for the first time to RSB.

**MISSOURI ASSESSMENT PROGRAM (MAP) – PERFORMANCE RESULTS\***

**Communication Arts - 2005-2006:**

Type	Grade Level	Number Accountable	Number Reportable	% LND	% Below Basic	% Basic	% Proficient	% Advanced
Blind	3	15	11	26.7	9.1	54.5	36.4	0.0
Partially Seeing	3	24	23	4.2	21.7	52.2	13.0	13.0
IEP Students	3	10602	10246	3.4	27.2	49.3	15.1	8.3
Non IEP Students	3	54845	54514	0.6	5.3	47.6	28.3	18.8
Total	3	65447	64760	1.0	8.8	47.9	26.2	17.1
Blind	4	12	10	16.7	30.0	50.0	20.0	0.0
Partially Seeing	4	24	23	4.2	17.4	43.5	26.1	13.0
IEP Students	4	10691	10441	2.3	33.5	44.7	15.5	6.3
Non IEP Students	4	55252	55038	0.4	6.2	44.8	32.0	17.0
Total	4	65943	65479	0.7	10.6	44.8	29.4	15.3
Blind	5	14	13	7.1	23.1	69.2	7.7	0.0
Partially Seeing	5	33	31	6.1	22.6	41.9	22.6	12.9
IEP Students	5	10502	10214	2.7	32.2	49.1	13.8	4.9
Non IEP Students	5	56294	56078	0.4	4.8	44.3	33.1	17.7
Total	5	66796	66292	0.8	9.0	45.1	30.2	15.8
Blind	6	19	17	10.5	29.4	41.2	23.5	5.9
Partially Seeing	6	20	19	5.0	5.3	68.4	21.1	5.3
IEP Students	6	10080	9713	3.6	41.3	44.1	11.9	2.7
Non IEP Students	6	57738	57489	0.4	6.8	45.3	35.6	12.2
Total	6	67818	67202	0.9	11.8	45.2	32.2	10.8

**Communication Arts - 2005-2006:**

Continued from previous page

Type	Grade Level	Number Accountable	Number Reportable	% LND	% Below Basic	% Basic	% Proficient	% Advanced
Blind	7	11	10	9.1	60.0	30.0	10.0	0.0
Partially Seeing	7	23	23	0.0	34.8	34.8	30.4	0.0
IEP Students	7	10676	10072	5.7	48.6	39.1	9.4	2.8
Non IEP Students	7	61021	60398	1.0	7.9	42.9	35.0	14.2
Total	7	71697	70470	1.7	13.7	42.4	31.3	12.6
Blind	8	15	15	0.0	6.7	66.7	26.7	0.0
Partially Seeing	8	18	18	0.0	5.6	55.6	27.8	11.1
IEP Students	8	10689	10269	3.9	37.1	51.9	8.5	2.5
Non IEP Students	8	62955	62494	0.7	4.4	47.9	30.3	17.4
Total	8	73644	72763	1.2	9.0	48.5	27.2	15.3
Blind	11	8	7	12.5	14.3	42.9	14.3	28.6
Partially Seeing	11	20	18	10.0	22.2	44.4	16.7	16.7
IEP Students	11	7573	7043	7.0	44.1	45.6	7.7	2.6
Non IEP Students	11	54144	53229	1.7	5.7	47.3	34.9	12.1
Total	11	61717	60272	2.3	10.2	47.1	31.7	11.0

**\*NOTES:**

**Communication Arts & Mathematics:**

Accountable – the number of students in the grade level being tested.

Reportable – the number of students who earned a valid score in one of the five achievement levels (Advanced, Proficient, Nearing Proficient, Progressing, and Step 1).

Level Not Determined – the number of no shows, sick, cheated and no valid attempt (equal to the number Accountable minus the number Reportable).

MAP data - includes MAP-A achievement level results.



**Mathematics – 2005-2006:**

Type	Grade Level	Number Accountable	Number Reportable	% LND	% Below Basic	% Basic	% Proficient	% Advanced
Blind	3	16	15	6.3	13.3	53.3	13.3	20.0
Partially Seeing	3	23	23	0.0	26.1	39.1	21.7	13.0
IEP Students	3	10605	10491	1.1	19.5	51.4	22.5	6.5
Non IEP Students	3	54820	54715	0.2	4.8	48.4	35.8	11.0
Total	3	65425	65206	0.3	7.2	48.8	33.7	10.3
Blind	4	14	12	14.3	25.0	58.3	16.7	0.0
Partially Seeing	4	21	21	0.0	9.5	66.7	19.0	4.8
IEP Students	4	10704	10600	1.0	24.4	50.2	20.5	4.9
Non IEP Students	4	55237	55155	0.1	5.2	47.2	37.6	10.1
Total	4	65941	65755	0.3	8.3	47.7	34.8	9.3
Blind	5	15	14	6.7	42.9	50.0	7.1	0.0
Partially Seeing	5	35	34	2.9	20.6	52.9	23.5	2.9
IEP Students	5	10513	10403	1.0	26.6	52.5	16.6	4.4
Non IEP Students	5	56291	56190	0.2	4.7	47.1	36.2	12.0
Total	5	66804	66593	0.3	8.1	48.0	33.2	10.8
Blind	6	19	18	5.3	27.8	38.9	33.3	0
Partially Seeing	6	21	21	0	14.3	57.1	23.8	4.8
IEP Students	6	10083	9892	1.9	34.8	47.4	14.5	3.2
Non IEP Students	6	57730	57565	0.3	7	43.8	38.4	10.8
Total	6	67813	67457	0.5	11.1	44.3	34.9	9.7

# **Mathematics – 2005-2006**

Continued from previous page

Type	Grade Level	Number Accountable	Number Reportable	% LND	% Below Basic	% Basic	% Proficient	% Advanced
Blind	7	12	11	8.3	54.5	27.3	9.1	9.1
Partially Seeing	7	23	22	4.3	31.8	36.4	31.8	0.0
IEP Students	7	10660	10390	2.5	50.0	35.7	11.5	2.7
Non IEP Students	7	61002	60684	0.5	11.9	39.3	37.0	11.8
Total	7	71662	71074	0.8	17.5	38.8	33.3	10.5
Blind	8	12	12	0.0	50.0	33.3	16.7	0.0
Partially Seeing	8	18	18	0.0	38.9	38.9	16.7	5.6
IEP Students	8	10702	10453	2.3	56.7	30.3	10.5	2.6
Non IEP Students	8	62943	62539	0.6	15.2	39.5	31.2	14.1
Total	8	73645	72992	0.9	21.2	38.2	28.2	12.5
Blind	10	19	14	26.3	35.7	35.7	28.6	0.0
Partially Seeing	10	23	23	0.0	56.5	21.7	17.4	4.3
IEP Students	10	9313	9018	3.2	66.0	23.5	8.8	1.7
Non IEP Students	10	59991	59409	1.0	18.0	34.7	35.7	11.6
Total	10	69304	68427	1.3	24.4	33.2	32.1	10.3

## **APPENDICES**

### **APPENDIX A - Missouri State Plan for Special Education (Part B) – Visual Impairment/Blindness Definition**

#### **Visual Impairment/Blindness Definition:**

Visual Impairment, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

#### **Criteria for Initial Determination of Eligibility**

A child displays a Visual Impairment when:

- A. a visual impairment or a progressive vision loss has been diagnosed by an optometrist or ophthalmologist;
- B. visual acuity has been determined to be:

- 1) for visual impairment, of 20/70 to 20/200 in the better eye with best correction by glasses;
- 2) for blindness, of 20/200 or less in the better eye after best correction by glasses or a visual field measuring 20o or less.

- C. the visual impairment adversely affects the child's educational performance.

## **APPENDIX B - Federal Quota Registration**

The Federal Quota Registration is the census that records students who are eligible to receive materials provided by the federal Act to Promote the Education of the Blind. These Federal Quota accounts are maintained and administered by the American Printing House for the Blind (APH) and its Ex Officio Trustees. Instructions are distributed statewide to schools by Missouri School for the Blind (MSB) for the APH Federal Quota Registration as outlined by APH per federal requirements (see <http://www.aph.org/fedquotpgm/instr2006.html>).

### **ELIGIBILITY:**

In order for students to be eligible for registration in the Federal Quota Program, they MUST meet the requirements as outlined in An Act to Promote the Education of the Blind. Students must:

- Meet the definition of blindness--"central visual acuity of 20/200 or less in the better eye with best correction; a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees; or visual performance reduced by a brain injury or dysfunction when visual function meets the definition of blindness as determined by an eye care specialist or neurologist." (Note -the second part of the definition was added to the instructions January 2004).
- Be enrolled in a formally organized public or private, nonprofit educational program of less than college level.
- Be enrolled with the registering school or agency on the first Monday in January. The educational programs providing services to these students can include public, private, and parochial schools. There is NO chronological age limit for eligibility. The federal law limits registration to persons working at less than college level, but places no restriction on the ages of eligible students.

**Eligibility of Infants, Preschool Children and Homebound Students** - Eligible infants, preschool children, and homebound students can be registered if they are enrolled in a formally organized, regularly scheduled educational or training program and have a written education plan.

**Eligibility of Students Who Are Home Schooled** - In order for blind students enrolled in home school programs to prove eligible for registration in the Federal Quota Program, the home school program should meet guidelines and/or procedures in effect within each individual state.

### **INFORMATION TO BE REPORTED:**

For each eligible student, the following data must be reported:

- Name
- Date of birth
- School system or agency enrolling the student
- Grade placement
- Measurement of vision in right eye
- Measurement of vision in left eye
- Primary reading medium
- Additional reading media

## **DEFINITIONS OF REQUIRED INFORMATION AND REPORTING CODES:**

**Preschool and School Age Students:** This is not to include any eligible participants over school age.

<b><u>Reporting Code</u></b>	<b><u>Definition</u></b>
IP	Infants: Children of preschool age served by infant programs
PS	Preschool Students: Children of preschool age served by preschool programs
KG	Kindergarten Students: Children enrolled in kindergarten classes
01-12	Students of School Age: Determined by state law, in regular academic grades 1 through 12. Please indicate grade placement by using numerals 01 through 12
AN	Academic Non-graded: Students of school age, as determined by state law, who are working to acquire skills necessary for placement in a regular grade.
VO	Vocational Students: Students of school age, as determined by state law, who are in vocational training (e.g., students enrolled in a program which is designed to lead to independent employment). This does not include multi-handicapped students in prevocational programs or classes.
PG	Post-graduate Students: Students of school age, as determined by state law, in post-graduate high school programs, studying at less than college level
OR	Other Registrants: Students of school age, as determined by state law, who do not fall into any of the above placements (e.g., students enrolled in classes for nonacademic students)

- **Vision Measurements and Reporting Codes:**

<b><u>Reporting Code</u></b>	<b><u>Visual Measurement</u></b>
Example: 20/200 or 20/400	Distance Vision: 20/200 or less with maximum correction using the Snellen Chart
VF	Visual Field: Restricted field of 20 degrees or less
CF	Counts Fingers: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart
FDB	Functions at the Definition of Blindness: Should be used when visual functioning is reduced by a brain injury or dysfunction and visual acuity is not possible to determine using the Snellen Chart.
HM	Hand Movements: Should be used only when an eye specialist finds it is not possible to obtain an acuity using the Snellen Chart.
OP	Object Perception
LP	Light Perception
NIL	Totally Blind

- **Reading Media:**

**Primary Reading Media and Reporting Codes:** The primary reading medium is to be reported for each student using the following reporting codes. Only these codes will be accepted. Note: Infants and preschoolers identified as visual, Braille, or auditory readers should be reported using the appropriate media code.

<b><u>Reporting Code</u></b>	<b><u>Primary Reading Medium</u></b>
V	Visual Readers: Student primarily using print in their studies
B	Braille Readers: Students primarily using Braille in their studies
A	Auditory Readers: Students primarily using a reader or auditory materials in their studies
P	Prereaders: Students working on or toward a readiness level; infants, preschoolers, or older students with reading potential
N	Nonreaders: Nonreading students; students who show no reading potential; students who do not fall into any of the above categories

**Additional Reading Media and Reporting Codes (Required Category):** In addition to listing a primary reading medium, please check all additional reading media so that a more accurate profile of student literacy can be tracked. Please list all that apply.

<b><u>Reporting Code</u></b>	<b><u>Additional Reading Medium</u></b>
V	Visual: Students use print to some extent
B	Braille: Students use Braille to some extent
A	Auditory: Students use a reader or auditory materials to some extent
N/A	Not Applicable: Nonreaders, prereaders, or students with no additional reading media

## **APPENDIX C - MO-DESE Special Education Placement and Dropout Categories**

### **SPECIAL EDUCATION PLACEMENT CATEGORIES (Descriptions for Screen 11 of Core Data Collection System)**

#### **Public Schools - School Age Placement Categories (Ages 5K-22)**

**Outside Regular Class less than 21 percent of day** (This includes the service delivery models of Class within a Class, Regular Curriculum with Modifications, and Parallel Curriculum) - Children with disabilities who receive special education and related services outside the regular classroom for less than 21 percent of the school day. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

**Outside Regular Class at least 21 percent / No more than 60 percent** - Children with disabilities who receive all of their special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

**Outside Regular Class more than 60 percent of day** - Children with disabilities who receive all of their special education and related services outside the regular classroom for more than 60 percent of the school day. This category does not include children who received education programs in public or private separate day or residential facilities. **Note:** This could include students with disabilities placed in an alternative school program with non-disabled peers.

**State Operated Separate School** - This includes residential and day programs operated by the State Board of Education (School for the Blind, School for the Deaf, and State Schools for the Severely Handicapped). Also include in this category any students that are currently being served under homebound or at a private agency through a state school.

**Private Separate (Day) Facility** - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities. This includes students with disabilities who are served by a private educational agency other than a parochial school. This includes those approved private agencies with whom districts contract to provide special education services to students within their district.

**Public Separate (Day) Facility** - Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities. This includes those students with disabilities placed by the IEP team in a segregated facility operated by a public school. This *does not* include residential facilities and does not encompass facilities that include non-disabled students such as alternative school programs.

**Parentally Placed Private School** - Children with disabilities who are parentally placed in private schools, including home schools, and are receiving special education and related services from the public school.

*(Continued on next page)*

**Homebound/Hospital** - Due to student's illness, medically fragile condition, or a disciplinary suspension, the student receives special education at home or in a hospital via a visiting teacher or telephone instruction based on the student's IEP.

**Private Residential Facility** - Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities, who are placed by the **public school IEP** team. This *does not* include students living in private residential facilities but attending public schools.

## **SPECIAL EDUCATION DROPOUT CATEGORIES** **(Descriptions for Screen 12 of the Core Data Collection System)**

### **Dropout Categories (Ages 14-22):**

**\*Received a Certificate** – Students with disabilities who exited an educational program through the receipt of a certificate of attendance. This includes students who **reached age 21** or otherwise terminated their education and who have met the district's attendance requirements.

**\*Reached Maximum Age** – Students with disabilities who exited an educational program because they reached the maximum age for receipt of educational services and **did not** receive a diploma **or** certificate of attendance.

**\*Moved, Not Known to be Continuing** – Students with disabilities who have moved out of the district and are not known to be continuing in any type of educational program (i.e., no records request from another educational program).

**\*Dropped Out** – Students with disabilities who are enrolled during the year and were not enrolled at the end of the year and did not exit through any of the other categories. This includes dropouts, runaways, expulsions, GED recipients, and status unknown.

\* These categories are combined for dropout calculations.